



Newsletter

April 10, 2014

Principal update

The window for completing Val-Ed 360 will be open until May 15. Please be sure that principals participating in the PGES statewide pilot complete this second administration of Val-Ed 360. This requires your Val-Ed 360 point of contact to set your administration window and complete all the same procedures that were completed in the fall. The link to the Principal Professional Growth and Effectiveness System (PPGES) is located [here](#). You will find supports for Val-Ed 360 once you access this page.

Principals: summative evaluation tool in EDS and support resources available 4/21

Principals and teachers have been actively engaged in many aspects of the PGES pilot throughout the year. The final component of the statewide pilot is to complete a summative evaluation for each participating teacher.

The Summative Evaluation Tool will be available for use on April 21 in the Educator Development Suite (EDS) of the Continuous Improvement Instructional Technology System (CIITS). Specific resources that will be available to assist principals in completing the summative evaluation process include a short video, a Quick Reference Card (QRC) and an evaluation checklist. Principals must complete a summative evaluation of each teacher who participated in the pilot. The deadline for these results to be input in EDS is May 15.

New product manager for EDS

Cathy White has been named the new Product Manager for Educator Development Suite (EDS). The EDS product manager is responsible for being the subject matter expert for all functions of the product (EDS) as those functions pertain to user experience and usage for educational "business" processes. Also, the product manager is responsible for communications with stakeholders outside of the core project team. Cathy has moved into this position full time to ensure the implementation fidelity of EDS. She is the KDE voice and go-to person for EDS and may be reached at cathy.white@education.ky.gov.

Student Voice Survey second window opens April 11

A second Student Voice Survey window has been established to accommodate districts who missed the first window that closed April 2. The second window is set for

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April 11-25. This period is available for districts that encountered technical issues or otherwise were unable to include all PGES pilot and volunteer teachers in the first survey window during which students answered questions regarding classroom climate and instruction. Districts that completed Student Voice Surveys by April 2 can expect results in CIITS/EDS by April 18. Results for districts completing the survey during the second window will be available in CIITS/EDS by May 9.

Watch the [Accessing Student Voice Survey Results](#) video located on the Student Voice Survey webpage for specific information regarding retrieving survey results.

District Spotlight: Marshall County's 2014-15 Peer Observation Process

Abby Griffy and a team of Marshall County educators have made critical decisions regarding the Peer Observation Process next year. The team determined the number of peer observers to hire, criteria, and the compensation structure. With eleven schools to consider, the initial plan is to hire 30 peer observers. Marshall is combining a mentor program with peer observation. Every candidate must complete a district-approved application process.

Qualifications include:

- 4 years of experience teaching
- good communication skills and respect by staff members
- effective technology skills

The expectations of Peer Observers are to:

- complete six hours of training which include the Framework for Teaching, peer observation training, and conducting pre- and post-conference conversations
- commit to mentor up to five teachers based on content area/grade levels once a quarter (four times a year)
- complete PGES requirements of peer observation for teachers in their summative year
- utilize perception survey results from their caseload of teachers in an annual "Peer Observer Effectiveness" evaluation conducted by the school principal

Compensation:

- time spent in training outside of the school day will be paid on a per hour rate based on rank
- each PGES observation cycle (face-to-face or digital) equates to a \$100 stipend
- each mentee teacher on a peer observer caseload equates to an \$800 stipend
- principal requested support of caseload management equates to \$100 for each complete observation
- 4 days of release time per year, 1 each quarter
- Title II funds utilized for peer observers

Preschool PGES pilot

Guidance is being finalized to assist administrators who will use PGES to evaluate preschool teachers. The *Framework for Teaching* will not be revised for preschool, but examples will be provided that reflect preschool best practices. These examples

will illustrate what the domains and components should look like in a preschool classroom when led by an accomplished teacher. The guidance document will be piloted statewide in the 2014-15 school year. Additional information and resources will be available later this month.

PGES webcast

The next PGES webcast is scheduled for **3 p.m. ET on Wednesday, April 23**. The webcast will share information about the summative evaluation tool and address frequently asked questions from the field. The live webcast may be viewed via [mms://video1.education.ky.gov/encoder3a](https://video1.education.ky.gov/encoder3a). This webcast and all archived KDE webcasts can be found on the [KDE Media Portal](#).

Resource: Do It Yourself Video Reflection and Using Video to Inform Practice

This edition's resource is comprised of two videos. The first video, [Using Video to Improve Practice: Do It Yourself!](#), highlights a high school teacher who videotapes nearly all of her lessons. She shares her practice of self-reflection and how she engages colleagues in discussions about improving her teaching practice. We suggest that Kentucky teachers take it one step further and align their practice with the [Framework for Teaching](#) and discuss their video and alignment with colleagues.

The second video, [Using Video to Improve Practice: Video 101](#), shares tips for the logistics of videotaping in the classroom. It covers everything from camera setup, to lighting and audio, to video download and viewing. A great resource for both the technology literate and those who may be taking the technology plunge for the first time!

Both videos along with other instructional resources can be found on [The Teaching Channel](#)